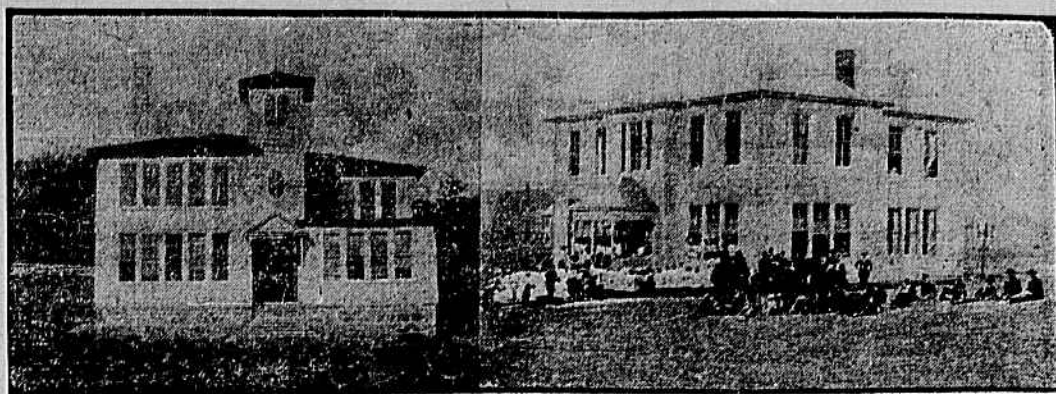


EDUCATION IN HIGHLAND COUNTY



MONTEREY HIGH SCHOOL.

CRABBOTTOM HIGH SCHOOL, BUILDING. Erected in 1908.



PUPILS OF CRABBOTTOM HIGH SCHOOL.

HIGH SCHOOL BUILDING, McDOWE L.L. Erected in 1907.

[Special to The Times-Dispatch.] Monterey, Va., July 30.—Highland county, the "Gem of the Alleghenies," is divided into three magisterial districts, each of which can now boast a splendid high school building. These three divisions are so nearly equal in area and population as to give similar importance and like support to each of the high schools, and their location is such as to accommodate reasonably well the pupils of the district. Several rural one-room schools have been discontinued as a result, and still others will be when the problem of transportation in a severe climate is more satisfactorily solved. The

three buildings referred to are located at Monterey, McDowell and Crabbottom. The cost of them was approximately \$3,000, \$2,000 and \$4,000, and high schools, under State direction, have been conducted for four, three and two years respectively. While all three houses are creditable ones and ample for present and future needs, that of Crabbottom is more imposing, modern and complete, and bespeaks commendable enterprise and interest on the part of the school people of that beautiful bluegrass valley, many of whom contributed liberally toward its erection. The work of merging is being con-

sidered and carried out wherever practical at all, and where the one-room school is a necessity an effort is being made to adopt a system of grading which will lead the pupils up to the district high school. There can be no denying the fact that the trend of public sentiment in Highland is most favorable to the public school, and the system is being established on a firmer and better basis from year to year. When the 1910 levy was laid the Board of Supervisors allowed an increase for the two districts asking it, and one can gauge public sentiment pretty well by the action of a county official, who, if faithful and vigilant, generally acts in accord with his constituents' views.

AUTOBIOGRAPHY OF TEACHER

(Continued From Second Page.)

Kids sat listless—Rube Armstrong was asleep, and I was on the way to sneeze myself. A few years later I purchased an oil-stove with a patent burner and filler. Every time I filled the lamp I would wipe it very thoroughly, but it leaked somewhere soon after I had filled it I would find kerosene on the floor. I began to investigate the lamp. Finally I found the trick the siphon was playing on me. The principle of the siphon came upon me like a vivid flash of lightning, and I understood it as I had never understood it before. As I look back over my school days I remember only a very, very few of the facts I learned there. Perhaps it was because they were not shown to me "at work"; I never found any kernels in them.

I remember quite well how I got an idea about the size of a half-bushel. The teacher told me to carry in about half a bushel of coal while she went home for lunch. I asked Rube Armstrong how much half a bushel was. He said that he did not know, so I got it mixed up with a ton. I carried in at least two barrels, and was carrying coal when the teacher returned. They had the laugh on me. That evening at home I took out my half-bushel measure and kept filling it with potatoes until I could estimate a half-bushel quite accurately without a measure. I found out then that things we learn in defeat, with great struggle, with great joy, in victory, or in some unusual way, are remembered and woven into the web of life. In my teaching I always felt I was not giving my pupils the vivid flash of recognition, because I could not create the peculiar atmosphere that learning demands. As I could not set up a definite, tangible ideal or goal, we went on conning books and cramming for the examination. We hammered facts into their heads and let

the beautiful principle of things go to the dogs. I realized then that a kid had no business in the schoolroom. He who would direct life should know life and feel it in every limb, then he would not need to direct; his example would be sufficient and would radiate and create the proper atmosphere. Knowledge then would come as naturally as the age of puberty or as permanent teeth.

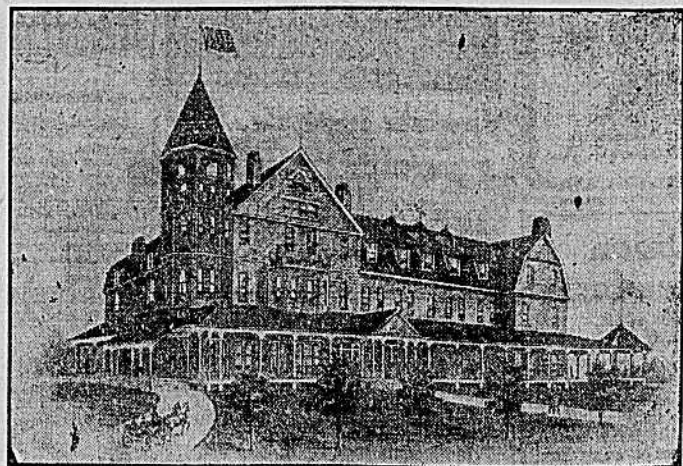
But it was my ambition to go through college, and I had to earn the money. I had enough scholarship to merit a teacher's license; the State therefore said that I was qualified to teach; so I kept time and drew the money. I cared but little for the boys and girls; that college course was the Barnum Show in my mind. Then, of course, I wanted better clothes so that I could cut a swath in the social life at college, for I didn't want anybody to think that I was scrub-stock. I almost prayed for the last day of school to come; I had it all counted up—so many weeks till Christmas, and then so many more weeks until the 15th of March, then I'd be out of prison—O glory! I sat in the open air, as free as the birds; and I'd fly off to the college and be there a few days before the spring term opened. That would give me time to dig into my studies a little ahead of the others; I'd wax strong in my classes, and hold the headmarks in the hollow of my hands from the very start. That is where my heart was; the boys and girls took the leaving, the on-scourings of my feverish soul. Think you that it is any wonder there are no Lincolns springing up from my culture?

However, my teaching was quite satisfactory to the patrons that first year. They requested the trustee to give me the school the next winter. I went off to college, thinking that I would teach at the same place next term. It was a mile and a half from home and I enjoyed the trip, especially in the evening when I was racing with myself to get home to Julius Caesar and his Gallic Wars. Fall came, and I was planning what I would do with certain classes that winter—how I would arrange the pro-

gram, what I would do to arouse the interest of the lethargic ones, and so on. But, a week before school opened, the trustee came to me and said that he wanted me to teach the Jeffers School instead of the Reservoir School. The Jeffers School was six miles from my home. I did not like the idea of walking or even riding six miles every night and morning for the fall and winter; yet I did not want to board away from home. Then, mind you, my elder brother had taught the Jeffers School for the three years preceding, and he was considered one of the best country teachers in the county. He had a reputation for holding things right down to the level, and discipline was away above par. One of his pupils told me that she had to be so still that it gave her a pain in her side. I knew that I could never command such discipline as he did, so I was wroth.

The trustee wanted me to take that school merely to accommodate one of his political proteges. Rumor had it that a certain Mr. N., a Republican, had voted for the trustee (a Democrat) on the condition that the Democrat would give Miss N. a school if elected. Miss N. lived close to the Jeffers School, but she could not teach it because, in the first place, she did not have brains enough—so the trustee said; then (and this was the big reason) there was a patron in the Jeffers district who loved the N. family as a rat loves a cat. This patron told the trustee that there would be war if he engaged Miss N. to teach that school, and both N. and the trustee knew that the fellow was a fighter. This patron said that I would be acceptable as a teacher, for he had talked to one of the patrons in the district where I taught the year before, and the report was flattering. Of course, I took it all in with open mouth, thinking that I must be a wonderful teacher to have bouquets strewn along my pathway like that. The trustee was on to his job and was just giving me the chocolate drops to get me to "run along like a good little boy and do what papa says you to do." Mr. N. and the trustee told me fur-

(Continued on Fourth Page.)

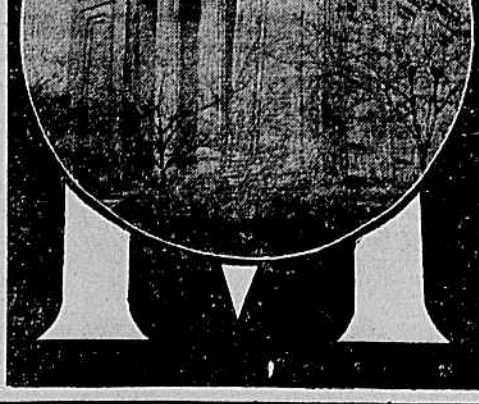
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